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ABSTRACT

This report describes the first wave of a research project investigating both the mass media behavior of adolescents in size and character of consumption, and their relations with the TV content consumed. This longitudinal study examines 11- to 15-year-olds through the use of specially developed scales and other traditional measures. Included are descriptions of adolescents' TV viewing and program preferences, and comparisons with those of their parents. Parental control over adolescents' TV use as described by the adolescents and their parents is also examined. Only data directly related to manifest mass media behavior are presented. Analyses of the scales measuring deeper relations to mass media content consumed are forthcoming in future reports. A list of references and 12 data tables are attached. (JVP)

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# PRIMARY SCHOOL PANEL

## Some descriptive data

media panel

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Report No. 2
July 1978

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CONTENTS


| | | Page |
|---|---|---|
| 1. | The Primary School Panel | 1 |
| 2. | The Purpose of This Paper | 2 |
| 3. | Sample | 2 |
| 4. | TV Viewing | 3 |
| 5. | Exposure to Other Mass Media Than TV | 6 |
| 6. | Parent-Adolescent Consensus | 10 |
| 7. | TV Program Preferences | 18 |
| 8. | Summary and Conclusions | 24 |
| REFERENCES | | 26 |
| APPENDIX | | 30 |

Media Panel is a research program conducted at the Department of Sociology, University of Lund, and the Department for Information Technique, the College of Växjö. It is based on two research panels, one panel originally consisting of nursery school children and their parents, and the other of primary school children and their parents. The research program is described in Rosengren & Windahl (1978). This paper is a descriptive report of the data from the first research wave of the Primary School Panel within the Media Panel Program. The aim of this panel is to analyse adolescents' TV behaviour and relations.

## 1. The Primary School Panel

The population of this panel consists of adolescents from eleven to fifteen years old. The study has a planned time span of six years: three research waves, with two years interval. One of the reasons for this design - and, indeed, for the whole research program - is that mass media research has for the most part had the character of ad-hoc research, whereas longitudinal and cumulative studies have been more rare. The Media Panel Program is an attempt to change this trend. The aim of the project is threefold: empirical, methodological and theoretical.

We will measure the adolescents' mass media behaviour by traditional methods (size and character of consumption), but we will also try to penetrate deeper into the adolescents' relations with the television content consumed. This will be done partly with the help of scales developed by the project team (see Rosengren & Windahl 1972 and Rosengren et al. 1976); scales developed by other researchers, of course, will also be used. The adolescents' mass media behaviour will be related to different social and individual factors, such as self image, world view etc., and to different family and parent variables.

In order to obtain comparability and relate the project to earlier research, already tested measurement tools are used. For instance, the parents' attitude to their children's TV consumption are measured by Ray Brown's attitude scales (Brown 1974), the family communication pattern is measured with Chaffee's scales (Chaffee 1973), the adolescents' TV consumption motives with Greenberg's scales (Greenberg 1974), the adolescents' peer and parent orientation with Bowerman's scales (Bowerman 1959), their self image with the scales of Rosenberg and Noble (Rosenberg 1965 and Noble 1975). We also study how the adolescents' media consumption influence their world view (Gerbner 1976), their stereotypes (Stewart 1974) and their choice of work (Broddason 1970).

## 2. The Purpose of This Paper

In this paper a descriptive overview of some of the basic data from the first wave of the Primary School Panel will be presented. The adolescents' TV viewing and program preferences will be described and compared with that of their parents. We will also examine the parental control over the adolescents' TV use, as described by the adolescents and their parents.

Mass media use can be measured in at least three different ways. The first measure is the time spent by the audience on each of the mass media. Secondly, there is the measurement of the program preferences and choices of the audience, and thirdly, the relationship between the audience and the mass media content consumed. In this paper, only the first two alternatives will be discussed.

Only data directly related to manifest mass media behaviour of the adolescents and their parents will be presented. The more theoretically oriented analyses of the scales measuring the adolescents' deeper, more or less latent relations to mass media content consumed will have to wait till future research reports.

## 3. Sample

The study was carried out in the town of Växjö in southern Sweden,

with a population of 62,000. Self-administered questionnaires were presented in the classroom to pupils in the 5th (11 years old), 7th (13 years old) and 9th (15 years old) grades in the community schools. After follow-ups, 97 % of the adolescents completed the questionnaires. Out of these, 509 were 5th graders; 244,7th graders and 250, 9th graders. School attendance is mandatory for all these age groups, and the three age levels are therefore directly comparable on a number of demographic characteristics. The reason that the 5th graders sample is double the size of the other samples is simply that they form the core of the future panel. (When averages for the whole sample are given below, the differential size of the subsamples has been controlled for by means of weighting.) Similar questionnaires were sent by mail to the parents of the students, with a final answer rate of 85 %.

4. TV Viewing

D. Chaney (1972) makes the distinction between physical and psychological accessibility to mass media. One of the strongest factors determining television use is physical accessibility. In the first place, of course, ownership of a TV set is of great importance. Most families own at least one TV set, but more and more families are getting a second TV set today. Secondly, the time available to the viewer is an important factor. Nowak and Nowak (1975) demonstrate that television viewing highly correlates with leisure time. Thirdly, amount of TV programs and TV time offered to the viewer affect his amount of viewing. This is one of the main reasons for the difference between the amount of TV viewing in the U.S. and Europe. Beside this overt accessibility, people's needs and interests shape their psychological accessibility to the TV viewing.

The average daily viewing time of our sample was 1 hour 50 minutes, compared with 1 hour 32 minutes average daily TV viewing by their parents. This is fairly normal for Swedish conditions. Cecilia von Feilitzen (1976) for instance, reports about 2 hours for adolescents, and K. Hallberg and J. Nordberg (1976), some 1 hour and 50 minutes for adult Swedes. Compared to American and English figures, the Swedish figures stand out as fairly low. Greenberg (1976), for instance, reports

that 12 to 14 years old adolescents in England watch TV for 3,09 hours daily. The main reason for this difference, presumably, is due to the differential TV output in the two countries (psysical accessibility; cf. above).

One basic question about adolescents' mass media behaviour is this: Are there systematic changes in the media behaviour of youth during the years of adolescence, or will the pattern set down in childhood simply continue through adolescence? Research carried out in the U.S. by Lyle & Hoffman (1971), McLeod & Brown (1976) and in Great Britain by Greenberg (1973) shows that television viewing in these countries reaches a peak in early adolescence (around the age of 12 to 14), and then decreases substantially in older adolescence, to the point of being the lowest TV viewing by any age group. In Sweden research showed that in 1971, the heaviest TV viewers were adolescents between the age of 9 and 14 years, with an average weekly viewing of some 13 hours, compared to 10 hours for the whole audience (Radio och TV möter Publiken, 1972). The adolescents in the Primary School Panel are between 11 and 15 years old, the heaviest viewing period in the adolescents' life. Table 1 shows their TV viewing by grade and sex.

TABLE 1
Average amount of daily TV viewing by grade and sex (minutes).

| Grade | Girls | Boys | All |
|---|---|---|---|
| 5th | 124 | 148 | 136 |
| 7th | 97 | 131 | 115 |
| 9th | 77 | 104 | 87 |
| N | (450) | (502) | (952) |

The table demonstrates a steady decline in TV viewing as the students grow older. There are certainly many causes for this decline, but some themes of adolescents' development are common to most researchers studying adolescents' TV use. First, we may point to the simple fact that during adolescent years parental authority gradually gives way to a greater freedom. Secondly and paralelly, the adolescents establish stronger relations to their peers, so that their main interests turn away from the family. Thirdly, partly as a result of the developments described, they reject "childish activities" and adopt semi-adult values and activities - often outside home activities.

The girls view less TV than the boys (cf. McLeod & Brown 1976). The lighter TV viewing by the girls demonstrated in Table 1 may indicate more rapid female maturation away from less sophisticated television fare, or it may merely mean the girls have stronger demands on their time away from the home TV set.

Table 2 is based upon the same data as Table 1, but presents them in another way: the percentages of various sub-groups of the sample having low, middle and high TV consumption (a simple trichotomization). Again we clearly see the effects of age and sex upon TV viewing.

TABLE 2

The adolescents' TV viewing by grade and sex (%).

| TV consumption | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| Low | 22 | 30 | 14 | 35 | 43 | 38 | 53 | 66 | 42 |
| Middle | 30 | 32 | 30 | 33 | 35 | 31 | 31 | 26 | 35 |
| High | 48 | 37 | 57 | 31 | 22 | 41 | 16 | 8 | 23 |
| Total | 100 | 99 | 101 | 99 | 100 | 100 | 100 | 100 | 100 |
| N | (496) | (240) | (256) | (241) | (114) | (127) | (215) | (96) | (119) |

Many other variables than age and sex, of course, affect adolescents' TV viewing. One well-known factor is the socio-economic status of the family. Table 3 (constructed in the same way as Table 2) offers some data relevant in this context. The socio-economic status of the parents is given on a 5-point scale including the occupational status of both the parents (1 is high status, 5 low status).

TABLE 3

The adolescents' TV viewing by social class (%).*

| TV consumption | Social class | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Low | 43 | 44 | 42 | 30 | 34 |
| Middle | 37 | 31 | 30 | 35 | 25 |
| High | 20 | 25 | 28 | 35 | 40 |
| Total | 100 | 100 | 100 | 100 | 99 |
| N | (102) | (142) | (107) | (160) | (261) |

* In this and following tables for the whole sample, the differential size of the sub-samples has been controlled for by means of weighting. The absolute numbers of the table, however, are the unweighted ones.

We see from Table 3 that about half as many adolescents (20 %) from social class 1 belong to the "high TV" category, compared to social class 4 and 5 adolescents, where 35 % and 40 % fall into the "high TV" category. Adolescents from social class 2 and 3 fall between these two, with about one fourth in the "high TV" category.

When the adolescents were asked if they would miss TV, if by accident, strike etc., it would not be at hand, sex and age level differences emerged in their answers. The youngest adolescents would miss TV more than the oldest would, boys more than girls, and adolescents from social class 5 more than social class 1 (see Tables 1 and 2 in Appendix). These results fit in perfectly with the results concerning the adolescents' TV consumption. Younger adolescents and boys seem to be more dependent on TV than the girls and older adolescents, and lower social class adolescents more than higher social class adolescents.

5. Exposure to Other Mass Media Than TV

It is necessary for researchers studying adolescents' use of TV to take

into account also other mass media activities. Although the adolescents spend on the average nearly two hours daily watching television, they have much leisure time unfilled. An interesting question is what other activities fill that time? And what activities take over from the decreasing TV viewing, as the adolescents grow older?

Let us start with radio. Table 4 tells us that on the average our adolescents spent between 65 minutes (the youngest students) and 101 minutes (the oldest ones) listening to radio, daily. This is considerable less time than they watch TV.

TABLE 4

The adolescents' average amount of daily radio listening by grade and sex (minutes).

| Grade | Girls | Boys | All |
|---|---|---|---|
| 5th | 58 | 73 | 65 |
| 7th | 68 | 89 | 77 |
| 9th | 96 | 104 | 101 |
| N | (443) | (467) | (910) |

Just as in the case of television, the boys spend more time on radio than the girls do, but the difference between the sexes is less than with TV viewing. Also, with radio the difference diminishes, while with TV it increases with increasing age.

Contrary to what happens with the adolescents' use of TV, the time spent listening to radio increases as they grow older. The oldest students listen to radio more than half an hour longer daily than do the younger ones. While the youngest adolescents spend more than twice as much time on TV as on radio, the oldest adolescents actually spend 12 minutes more daily on radio than TV. It would seem, therefore, that radio gradually becomes a functional alternative to television as the adolescents grow older. A possible ad-hoc explanation to this increase in radio listening

could be that among the older adolescents, radio set ownership is more widespread than among the younger adolescents; the opportunity to use radio, therefore, is no longer limited to the family living room, as with TV viewing (pnysical accessibility, cf. p. 3 above). Another explanation is the increase in interest in pop music by the older adolescents. Radio to many youngsters means pop music. But there are other pop music media, too.

Radio and TV have heavy competition in record players and casset decks, and the adolescents' attraction to pop music becomes stronger as they grow older. When asked if they rather saw TV or listened to pop music, 16 % of the youngest adolescents preferred pop music. For the 7th graders this figure was 27 %, and 49 % of the oldest adolescents preferred pop music rather than TV (see Table 3 in Appendix). The most obvious explanation is, of course, the same as with radio listening; the adolescents can listen to the music in different places, out of the reach of the family. Secondly, pop music forms an important part of the adolescent life style or youth culture (cf. Clarke 1973). The adolescent probably uses the pop music differently depending on place and time, from the discotek and party music to the music played privately at home. R. Brown calls the adolescents' use of pop music "mood control". No doubt the need for mood control increases during the early teenage. In this connection records etc. have the advantage of being available more or less at the command of the adolescent - which is not the case with TV.

Another obvious functional alternative to TV viewing is the other pictorial medium, the movie. The main difference lies in the circumstances under which these two media are used, television in the home, the movie in separate theatres on certain schedules. It is, therefore, no surprise that the older adolescents in our sample went somewhat more often to the movies than the younger ones did (see Table 4 in Appendix). Of the youngest adolescents, 26 % reported going to the movies more than once a month, and of the oldest, 36 % said the same. Just as with the TV and radio use, the boys are heavier movie-goers than the girls. Nearly twice as many boys as girls said they went more than once monthly to the movies; this holds true for all age groups.

How popular are the written mass media as functional alternatives to the pictorial world of television? Among the written media, only newspapers have the same daily frequency as television. Newspapers played a considerable role in the mass media use of the adolescents in our sample. More than half of all the adolescents read two or more newspapers daily (see Table 5 in Appendix), and only 8 % read no newspaper at all. Interestingly enough, newspaper reading does not seem to change quantitatively very much by age, in contrast to TV and radio. The sex difference is also small. The boys read a little more on the whole, but the oldest girls read more newspapers than the boys of the same age.

The reading of weeklies is more common with the girls than with the boys (see Table 6 in Appendix), except for the oldest adolescents, where the boys read as much as the girls. As could be expected, the reading of comics decreases as the adolescents grow older (see Table 7 in Appendix).

Book reading does not seem to be any strong alternative to television for the oldest adolescents, although they have the lowest TV viewing. No less than 42 % of the 9th graders reported reading no book at all (except school books) the month before the study, whereas only 21 % of the 5th graders reported the same (see Table 8 in Appendix). We have seen that boys are heavier users of the daily mass media (TV, radio and newspapers) than the girls are, but with book reading it is the other way round. Twice as many girls as boys report reading four or more books the month before the study. This difference increases as the adolescents grow older, the 9th grade girls read three times as many books as the boys.

In summary, TV viewing decreases and radio listening increases, while newspaper reading does not change much, as the adolescents grow older. The boys spend more time on both TV and radio than the girls do, although with radio listening the difference diminishes, contrary to what happens with TV viewing. With newspaper reading, the sex difference is small. Girls read more books than boys do, and the difference increases with increasing age.

## 6. Parent-Adolescent Consensus

The validity of parents' reports on their children's TV viewing has been put in doubt by many mass media researchers. Both Steiner (1963) and Lyle (1971) found that the adult reporting on the family viewing were lower than figures obtained by Nilsen "audimeter" records. When comparing parents' and children's estimates of the children's TV viewing, Greenberg et al. (1971) observed a considerable lack of correspondence between the parents and the children. The children reported 5,88 hours TV viewing daily, whereas the parents thought they watched only for 2,55 hours daily. The same lack of correspondence between parent and child are reported by Rossiter and Robertson (1975) in their study of parent-child consensus. Most researchers have generally assumed the adult to be correct (for instance, Cohen & Orum 1972). But both Greenberg (1971) and Rossiter & Robertson (1975:309) argue that there is no reason not to believe the child as well as the parent: "Parents may minimize the children's reported viewing and exaggerate the imposition of rules in accordance with socially desirable behaviour, while children may exaggerate viewing and minimize the existence of rules for peer status reasons." In the present study, too, disagreement between the parent and child reports on the child's TV viewing was found to exist, as Table 5 indicates (cf. Table 1).

TABLE 5

Difference between parent-adolescent reports on the adolescents' average amount of daily TV viewing by grade and sex (minutes).*

| Grade | Girls | Boys | All |
|---|---|---|---|
| 5th | +35 | +61 | +44 |
| 7th | +16 | +45 | +31 |
| 9th | -1 | +19 | +9 |

* Plus sign indicates higher report by children. For number of cases, see Table 2.

The parents reported their adolescents' viewing as 1 hour 25 minutes daily, or 25 minutes less than the adolescents themselves reported. The youngest adolescents reported 44 minutes more viewing time than their parents did. The difference between parent-adolescent report decreases as the adolescents grow older; the difference for the 5th graders was 31 minutes, for the oldest adolescents only 9 minutes. While the parents of the boys reported only 2 minutes more daily television viewing for their adolescents than did the parents of the girls, the boys themselves reported 26 minutes more daily viewing than the girls. The differences between the boys' reports and their parents' was 42 minutes.

The parents report similar viewing for both girls and boys in all age groups. Most of the figures are between 1 hour 20 minutes and 1 hour 30 minutes (cf. Table 5 above), whereas the children's figures are between 2 hours 28 minutes and 1 hour 28 minutes depending on sex and age. In fact the parents' figures for the youngest adolescents are closer to their own reported time than to the time reported by their adolescents.

TABLE 6

Correlations (Pearsons' r) between parent-adolescent reports on adolescent daily TV viewing by age of adolescent. Categories 1, 2 and 3 represent the adolescents' reports on own daily TV viewing, the parents' reports on own daily TV viewing and the parents' reports on adolescent daily TV viewing, respectively.*

| | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | | | | | | | | | |
| 2 | .40 | | | .26 | | | .36 | | |
| 3 | .46 | .64 | | .50 | .54 | | .60 | .42 | |

* For number of cases, see Table 2.

If we believe that the adolescents themselves know better than their parents how much TV they view, the question arises why the difference between the reporting of the younger adolescents and their parents is bigger than that between the older adolescents and their parents? One aspect of this difference is demonstrated in Table 6, where the correlations between the parent-adolescent reports are presented. The internally inconsistent correlations indicate that while the parents of the oldest adolescents succeed rather well in predicting their adolescents' TV viewing, the parents of the youngest adolescents, on the other hand, are not as successful. For the youngest students, the correlation is actually higher between parents' reports of own TV viewing and parents' reports of adolescents' TV viewing than between parents' and adolescents' reports of adolescents' viewing. This anomaly gradually disappears, so that for the oldest students the correlational pattern is more in accordance with expectations. It is not likely that the parents keep a closer eye on the oldest adolescents' TV viewing than they do on that of the younger ones. One possible explanation might be that the parents are in reality reporting the rules for the accepted family viewing time rather than the actual viewing time of the youngest adolescents.

As Rossiter and Robertson (1975) point out, one possibility is that the younger adolescents could be less competent reporters than the older ones, but that does not explain the sex difference. As mentioned earlier, the bias could as well be on the parents' side. The parents, seeing TV viewing time as a matter of family prestige, might conciously or unconciously lower the time spent by their younger children on television viewing. There is a moral aspect to all media consumption. Many parents in one way or another try to control the media behaviour of their children.

Most of the adolescents in our sample, however, did not find their TV viewing morally wrong. When asked if they felt they should see less TV than they did, 90 % answered no (see Tables 9 and 10 in Appendix). There were only small differences according to sex and age, whereas the differences were greater between the social classes. Of the adolescents in social class 1, nearly one-fifth answered that they ought to see less TV, while only 7 % of the adolescents in social class 5 answered

in the same way. These answers reverse the amount of TV viewing reported by the different social classes. Social class 1 adolescents reported the lowest TV viewing, and social class 5 the highest viewing.

Mass media research has revealed a significant pattern of parental exaggeration when parents report on their control over their children's TV consumption. Rossiter and Robertson (1975) found that parents reported stricter household rules governing viewing than the children themselves reported. In Tables 7 and 8, the adolescents'and their parents'reports on parental TV consumption restrictions are presented.

TABLE 7

Adolescent-parent reports on parental TV restrictions by grade and sex (%). Parents' reports within parentheses.

| Reported restrictions | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 75 (49) | 75 (54) | 75 (44) | 81 (62) | 84 (66) | 78 (58) | 93 (82) | 99 (86) | 89 (78) |
| Unsuccessful restrictions | 18 (30) | 18 (26) | 18 (34) | 18 (25) | 14 (26) | 21 (24) | 6 (15) | 1 (10) | 10 (19) |
| Successful restrictions | 7 (21) | 8 (20) | 7 (21) | 2 (13) | 2 (8) | 2 (17) | 0 (3) | 0 (3) | 1 (3) |
| Total | 100 (100) | 101 (100) | 100 (99) | 101 (100) | 100 (100) | 101 (99) | 99 (100) | 100 (99) | 100 (100) |
| N | 495 (431) | 238 (210) | 257 (221) | 242 (207) | 117 (104) | 125 (103) | 228 (203) | 104 (96) | 124 (107) |

TABLE 8

Adolescent-parent reports on parental TV restrictions by social class (%). Parents' reports within parentheses.

| Reported restrictions | Social class 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| None | 80 (58) | 74 (58) | 90 (72) | 87 (64) | 87 (67) |
| Unsuccessful restrictions | 15 (24) | 22 (27) | 10 (21) | 10 (22) | 11 (24) |
| Successful restrictions | 5 (19) | 4 (15) | 1 (7) | 4 (14) | 2 (9) |
| Total | 100 (101) | 100 (100) | 101 (100) | 101 (100) | 100 (100) |
| N | 103 (103) | 147 (150) | 109 (112) | 164 (168) | 267 (270) |

There was no great difference in the rate of parental control in general reported by the different social classes, neither for adolescents nor for parents. On the other hand there was considerable difference in the reports of successful parental TV restrictions. Nearly twice as many social class 1 parents reported successful TV control over their children as social class 5 parents did. This trend is also reported by the adolescents themselves. Another interesting finding is that social class 3 parents seem to be the least restrictive. Both the adolescents and their parents from this group report the lowest rate of all attempted and successful parental control. As mentioned earlier, bias from both the adolescents and their parents may exist. One possibility already mentioned is that younger adolescents may be less competent reporters than the older ones, resulting in response differences in relation to

the age of the adolescents. Older adolescents may also minimize the parental control to show independance, and on the other hand the parents may exaggerate their control over the younger adolescents. Of course, there may also be actual differences depending on change in age; the adolescent grows more independent, and so parental control becomes less important - and less effective when exerted.

As for differences in parental TV control by social class, research findings are mixed. Early research supported the hypothesis that social class norms are operative in TV consumption control. In England, Himmelweit et al. (1958) found that higher and middle class parents claimed to control their children's viewing more than the working class parents did. In America, Steiner (1963) and later Bower (1973) reported that higher and middle class parents had more guilt about their children's TV viewing than working class parents. Rossiter and Robertson (1975:323) confirmed these findings in their study of parent-child consensus: "Most notably in the area of general television control, there was a fairly consistent tendency for upper class parents to exaggerate their reports, suggesting the operation of a specific social class norm beyond the common pattern of idealized reporting by parents."

Recent research indicates that few parents actively engage in supervising program selection by either encouraging their children to view certain programs or discouraging them from viewing others (see cf. Chaffee and McLeod 1971 and Streicher et al. 1974).

Tables 9 and 10 present the answers of the adolescents and their parents to the question about program restrictions. The parents reported that the program type most often restricted are programs containing violence (25 %). The adolescents do not report the same parental concern for violence programs as their parents did; only 3 % reported violence program restrictions. On the other hand the adolescents reported stronger parental control over programs that could cause fear, programs with sexual overtones, and late programs than the parents did themselves. This parent-adolescent difference does not change by age. Even the 9th grade parents reported at least moderate violence program control (9 %), while their adolescents reported nearly none at all (1 %). On the whole, both parents and adolescents reported decreased program control as the

TABLE 9

Adolescent-parent reports of parental TV restrictions by program type, age and sex (%). Parents' reports within parentheses.

| Programs controlled | 5th grade All | 5th grade Girls | 5th grade Boys | 7th grade All | 7th grade Girls | 7th grade Boys | 9th grade All | 9th grade Girls | 9th grade Boys |
|---|---|---|---|---|---|---|---|---|---|
| None | 62 (35) | 55 (30) | 69 (40) | 77 (53) | 79 (49) | 75 (56) | 93 (79) | 92 (78) | 93 (79) |
| Violence programs | 3 (33) | 4 (35) | 4 (31) | 4 (23) | 7 (22) | 2 (23) | 1 (9) | 2 (8) | 0 (9) |
| Fear programs | 10 (8) | 13 (9) | 7 (7) | 3 (3) | 3 (5) | 4 (2) | 0 (3) | 0 (4) | 0 (2) |
| Late programs | 4 (1) | 5 (1) | 4 (1) | 4 (0) | 3 (0) | 5 (0) | 0 (0) | 1 (0) | 0 (1) |
| Sex programs | 3 (3) | 2 (5) | 3 (1) | 5 (3) | 2 (4) | 8 (2) | 2 (2) | 1 (3) | 2 (2) |
| Political programs | 1 (2) | 0 (1) | 0 (2) | 0 (1) | 4 (0) | 1 (2) | 1 (1) | 0 (1) | 1 (1) |
| Entertainment violence programs | 10 (8) | 13 (10) | 7 (6) | 4 (4) | 0 (5) | 3 (4) | 1 (1) | 2 (2) | 1 (0) |
| Reality violence programs | 1 (0) | 1 (0) | 1 (0) | 0 (2) | 0 (3) | 0 (1) | 0 (1) | 0 (1) | 0 (2) |
| Other | 6 (10) | 5 (8) | 6 (11) | 2 (11) | 3 (11) | 2 (10) | 2 (3) | 1 (2) | 2 (4) |
| Total | 100 (100) | 99 (99) | 101 (99) | 99 (100) | 101 (99) | 100 (100) | 100 (99) | 100 (99) | 99 (100) |
| N | 495 (428) | 238 (209) | 257 (219) | 238 (206) | 116 (103) | 122 (103) | 220 (201) | 102 (95) | 118 (106) |

TABLE 10

Adolescent-parent reports of parental TV restrictions by program type and social class (%). Parents' reports within parentheses.

| Programs controlled | Social Class 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| None | 73 (47) | 70 (46) | 83 (54) | 77 (59) | 78 (62) |
| Violence | 6 (29) | 4 (27) | 2 (19) | 3 (23) | 2 (17) |
| Fear | 4 (3) | 5 (5) | 3 (3) | 8 (5) | 4 (7) |
| Late programs | 6 (1) | 4 (1) | 3 (1) | 2 (0) | 1 (0) |
| Sex | 2 (2) | 2 (2) | 3 (4) | 3 (2) | 4 (3) |
| Politics | 0 (0) | 2 (2) | 0 (2) | 0 (2) | 0 (1) |
| Entertainment violence | 7 (4) | 8 (8) | 2 (6) | 3 (3) | 6 (3) |
| Reality violence | 0 (1) | 1 (2) | 0 (2) | 0 (1) | 1 (1) |
| Other | 2 (12) | 4 (7) | 4 (9) | 3 (6) | 4 (6) |
| Total | 100 (99) | 100 (100) | 100 (100) | 99 (101) | 100 (100) |
| N | 100 (103) | 146 (149) | 105 (111) | 158 (168) | 264 (270) |

adolescents grow older. The girls report more restrictions than the boys for all program types, except programs with sexual scenes, where the boys report more restrictions; this difference holds true for all the age groups. The parents, on the other hand, reported more restrictions on these programs for the girls than for the boys.

The adolescents' answers by social status are similar for all five social class groups. The program type most affected are the late programs, where the adolescents from the higher social classes report more control (6 % in social class 1), than the lower social class adolescents do (1 % in social class 5). Contrary to their adolescents' reports, the parents show more difference by social class, with the higher social class groups claiming the strongest overall program control. This result fits in with the discussion of social class norms presented above.

Research on the question of actual TV program selection is conflicting. Niven (1960) found that in the evening, the majority of the program decisions were made jointly by two or more members of the family. Smith (1961) found, however, that only about one-quarter of the evening programs were chosen by two or more of the family members. Our results in this area agree with the findings of Niven. Only about one-tenth of both the adolescents and their parents report program choice by only one family member (see Tables 11 and 12 in Appendix). Of the adolescents claiming TV program choice by only one family member, one half said that their parents decided, and the other half said they decided themselves. The division is the same with the parents; half of them claim that they themselves decided the programs, and the other half claimed that their children did. An important factor is, of course, the amount of TV ownership. About one-third of the families in our sample owned more than one TV set (see Tables 11 and 12 in Appendix). This, naturally, diminishes the program choice problem within the family.

7. TV Program Preferences

Although the adolescents' television viewing takes up a considerable amount of their spare time, they do not watch the television programs

as they come. Mass media research - and probably most parents - has established that adolescents choose predominantly to watch entertainment programs such as crime dramas and films (in the Swedish case, cf. Radio och TV möter Publiken 1972). In Table 11 are listed the answers of the adolescents and their parents to the question, what program types they prefer to watch?

The result fits the pattern described above. The most preferred program types are crime dramas, with about four-fifths of all the adolescents preferring it, and films, preferred by three-fifths of the adolescents. The program types least preferred by the adolescents were documentaries, news and music, with only a few percents of the adolescents in our sample choosing such programs. It is striking that adolescents' programs are only preferred by about one-tenth of the adolescents. These results hold true for all age groups. The parents, on the other hand, prefer the news program type more than other program types. Nearly seven out of ten parents preferred the news programs. The two program types so strongly preferred by the adolescents, crime dramas and films, are only preferred by one-fifth of the parents. As recorded in Table 11, the parents on the whole guessed their adolescents' TV program preference quite well. The biggest difference is with adolescent programs, where the adolescents' preferences are three times less than their parents believed, and nature programs, although the difference is less in the latter case.

In Table 12 are presented the rank correlations between the parent-adolescent reports. The parents seem to be able to predict their adolescents' TV program preferences better than their amount of TV viewing. The correlations between the parents' reports on their adolescents' TV program preferences and the adolescents' own reports on the same are rho = .85 or higher. (Compare with Table 6, where the highest correlations between the parents' reports on the adolescents' amount of TV viewing and the adolescents' own reports are r = .60.) The parent-adolescent reports on TV program preferences also reveal a different pattern by age than the adolescent-parent reports on amount of TV viewing do. While the strength of the amount-of-TV-viewing-correlations increases by age, there are only small differences over time for the TV program preferences; the highest correlations are in the 7th grade.

TABLE 11

The adolescent-parent TV program preferences by grade (%). Parents' reports of adolescents' preferences within parentheses.*

| Program type preferred | Parents' preferences | | | | Adolescents' preferences and parents' reports of adolescents' preferences | | | |
|---|---|---|---|---|---|---|---|---|
| | 5th | 7th | 9th | All | 5th | 7th | 9th | All |
| Entertainment | 40 | 41 | 42 | 41 | 28 (33) | 32 (36) | 24 (27) | 28 (32) |
| TV contests | 15 | 12 | 18 | 15 | 15 (16) | 10 (7) | 6 (6) | 10 (10) |
| Nature programs | 32 | 23 | 32 | 29 | 22 (31) | 16 (22) | 16 (23) | 18 (25) |
| Documentaries | 11 | 16 | 7 | 11 | 0 (1) | 2 (1) | 4 (2) | 3 (1) |
| News | 65 | 72 | 74 | 70 | 4 (4) | 7 (8) | 6 (10) | 6 (8) |
| Crime drama | 22 | 21 | 13 | 19 | 86 (60) | 83 (72) | 82 (78) | 84 (70) |
| Films | 25 | 21 | 20 | 22 | 61 (39) | 65 (48) | 67 (58) | 64 (48) |
| TV series | 24 | 21 | 30 | 25 | 30 (27) | 31 (25) | 30 (22) | 31 (25) |
| Music | 5 | 6 | 6 | 5 | 3 (3) | 4 (3) | 8 (5) | 4 (4) |
| Sport | 28 | 34 | 31 | 31 | 44 (42) | 51 (49) | 51 (49) | 48 (47) |
| Adolescent programs | 6 | 2 | 1 | 3 | 12 (43) | 14 (27) | 11 (14) | 12 (28) |
| TV theatre | 21 | 21 | 23 | 22 | 5 (4) | 3 (2) | 4 (4) | 3 (3) |
| Total | 284 | 290 | 297 | 293 | 310 (303) | 318 (300) | 309 (298) | 311 (301) |

*Total percentages higher than one-hundred (the adolescents-parents in our sample could choose more than one program type). For number of cases, see Table 2.

TABLE 12

Correlations (Spearman's rho's) between parent-adolescent reports on a TV program preferences by age of adolescent. Categories 1, 2 and 3 are the adolescents' preferences, the parents' preferences and the parents' reports on the adolescent preferences, respectively.*

| | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | | | | | | | | | |
| 2 | .49 | | | .42 | | | .19 | | |
| 3 | .85 | .31 | | .96 | .38 | | .87 | .39 | |

*For number of cases, see Table 2.

What does change over time, however, is the similarity between adolescents' and parents' preferences. The adolescents'preferences grow less and less similar to those of their parents. This, probably, is another aspect of the process of maturation and growing independence which we have seen domonstrated a couple of times already. Peer orientation increases, family orientation decreases.

To get a better overview over the adolescents' TV program preference pattern, we have constructed five content categories. The categories are built on the classification of W. Schramm and his associates, which redefined and developed the conception of fantasy and reality oriented content (W. Schramm et al. 1961). Referring to Freud's Pleasure and Reality Principles, Schramm and his associates maintain that there are two main strands of mass communication labelled by them with the terms Fantasy and Reality: "In general, westerns, crime dramas, popular music and shows belong chiefly with fantasy, whereas news, documentaries, interviews, public affair programs and educational television are chiefly in the domain of reality material" (W. Schramm et al. 1961:64).

On the basis of this definition, we have developed one reality content

category, consisting of news, debate programs and public affair programs; this category is labelled Information. Out of the "fantasy" content, we have developed two categories, the first one containing fictional entertainment program types; crime dramas, films, TV series and theatre; this category is labelled Fiction. The second fantasy category contains more "pure" entertainment programs: TV contests, music, variety entertainment; this category is labelled Entertainment. The last two categories are those of Sport and Adolescent programs, which we felt did not fit into the other three categories.

TABLE 13

The adolescents' TV preferences by grade and sex (%).*

| Program category | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| Entertainment | 59 | 60 | 58 | 54 | 53 | 56 | 47 | 42 | 52 |
| Fiction | 96 | 94 | 97 | 96 | 96 | 97 | 96 | 94 | 97 |
| Information | 5 | 4 | 6 | 9 | 9 | 9 | 10 | 14 | 7 |
| Sport | 44 | 20 | 66 | 49 | 34 | 66 | 51 | 36 | 64 |
| Adolescent programs | 12 | 18 | 6 | 13 | 22 | 6 | 11 | 14 | 8 |
| Total | 216 | 196 | 233 | 221 | 214 | 234 | 215 | 200 | 228 |
| N | (481) | (233) | (248) | (241) | (115) | (126) | (223) | (105) | (118) |

*Total percentages higher than one-hundred; the adolescents could choose more than one program category.

In Tables 13 and 14 are shown the adolescents' preference distribution over the five content categories. By far the most popular is the Fiction category, with nearly all the adolescents preferring such programs (96 %). This strong preference holds true for all age, sex and social class groups.

TABLE 14

The adolescents' TV preferences by social class (%).*

| Program category | Social class | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Entertainment | 54 | 60 | 44 | 48 | 46 |
| Fiction | 92 | 95 | 95 | 98 | 95 |
| Information | 14 | 13 | 8 | 5 | 4 |
| Sport | 54 | 39 | 56 | 49 | 50 |
| Adolescent programs | 15 | 15 | 12 | 14 | 9 |
| Total | 229 | 222 | 215 | 214 | 204 |
| N | (100) | (145) | (105) | (161) | (263) |

*Total percentages higher than one-hundred, the adolescents could choose more than one program category.

The second most popular program category is the Entertainment category; over half of the adolescents preferred such content. The popularity of these two categories decreases a little as the adolescents grow older, but it is only the girls that account for this decrease; the preference rate of the boys is unchanged by age. The third most popular category, also with about half of the adolescents preferring it, is the Sport category. The preference rate for this category is highly sex related; about twice as many boys as girls prefer sport. The age factor, on the other hand, plays no role in the adolescents' sport program preference rate. The Adolescent program category is preferred by only about one-tenth of the adolescents. The popularity of the Adolescent programs does not decrease as the adolescents grow older. Put in other words: it is interesting to note that the youngest adolescents show so little interest in Adolescent programs, which are supposed to be made for these

groups. The Adolescent category popularity is strongly sex related. Three times as many girls as boys prefer these programs; this is unchanged by age difference. The most unpopular program type was the Information category. Less than one-tenth of the adolescents preferred Information programs. The oldest adolescents show somewhat more interest than the younger ones do. The girls show stronger increase in Information programs interest as they grow older compared with the boys. This difference could be caused by earlier maturation by the girls.

The fantasy categories (Fiction and Entertainment) as well as Sport have similar preferences rate by adolescents from all the social class groups. Adolescents from the higher social class groups, on the other hand, are more interested in Information and Adolescent programs than are the adolescents from the lower social class groups. The adolescents from social class group 1 choose the Information category content more than three times as often as adolescents from social class group 5.

## 8. Summary and Conclusions

TV viewing decreases and radio listening increases as the adolescents grow older. The boys spend more time on both TV and radio than the girls do, although with radio listening, the difference diminishes with age, contrary to what happens with TV viewing. Adolescents from the higher social class groups are lighter TV viewers than adolescents from the lower groups.

In all, as could be expected, the adolescents report less parental control over TV use than do their parents. The difference, however, decreases as the adolescents grow older. There is no strong sex difference in the adolescent-parent reports on parental TV control. The correlations between the parent-adolescent reports on amount of adolescent TV viewing are lower than those on adolescent TV content preferences. Paradoxically, this difference could indicate more parental concern with the time spent on TV by their adolescents than with the type of content consumed by them. The parents seem to idealize their reports of the adolescents' TV viewing time, especially for the youngest adolescents.

The adolescents prefer fantasy TV content much more than they do reality

content; with the parents, on the other hand, this preference order is reversed. The oldest adolescents show somewhat stronger interest in reality content than the youngest ones do, and the girls show stronger increase in reality content interest compared with the boys. Finally, adolescents from the higher social class groups are more interested in reality TV content than are the adolescents from the lower social class groups.

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APPENDIX

TABLE 1

The adolescents' reports on their TV dependence by grade and sex (%).

| Dependence on TV | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| Would not miss TV at all | 6 | 8 | 4 | 9 | 13 | 5 | 9 | 24 | 17 |
| Would miss TV a little | 29 | 33 | 24 | 42 | 38 | 44 | 42 | 46 | 41 |
| Would miss TV a great deal | 62 | 58 | 71 | 50 | 49 | 51 | 50 | 50 | 42 |
| Total | 101 | 99 | 99 | 101 | 100 | 100 | 101 | 100 | 100 |
| N | (497) | (238) | (259) | (243) | (117) | (126) | (228) | (104) | (124) |

TABLE 2

The adolescents' reports on their TV dependence by social class (%).

| Dependence on TV | Social class | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Would not miss TV at all | 13 | 16 | 13 | 14 | 7 |
| Would miss TV a little | 45 | 39 | 43 | 32 | 35 |
| Would miss TV a great deal | 42 | 45 | 44 | 54 | 59 |
| Total | 100 | 100 | 100 | 100 | 101 |
| N | (102) | (147) | (107) | (163) | (267) |

TABLE 3

Preferences of TV and pop music by grade and sex (%).

| Frequency | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| Prefer TV | 84 | 78 | 89 | 73 | 68 | 78 | 51 | 43 | 59 |
| Prefer pop | 16 | 22 | 11 | 27 | 32 | 22 | 49 | 57 | 41 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| N | (490) | (233) | (257) | (221) | (103) | (118) | (210) | (96) | (114) |

TABLE 4

Movie going by grade and sex (%).

| Frequency | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 17 | 24 | 11 | 13 | 14 | 13 | 8 | 6 | 10 |
| Some, every month | 57 | 58 | 57 | 66 | 73 | 59 | 56 | 68 | 46 |
| Many, every week | 26 | 18 | 32 | 21 | 14 | 28 | 36 | 26 | 44 |
| Total | 100 | 100 | 100 | 100 | 101 | 100 | 100 | 100 | 100 |
| N | (499) | (240) | (259) | (244) | (117) | (127) | (228) | (103) | (125) |

TABLE 5

Daily newspaper reading by grade and sex (%).

| Newspapers read per day | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 11 | 12 | 9 | 7 | 10 | 3 | 6 | 4 | 7 |
| One | 35 | 41 | 31 | 33 | 36 | 31 | 39 | 35 | 43 |
| Two or more | 54 | 47 | 60 | 60 | 54 | 66 | 55 | 61 | 50 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| N | (490) | (231) | (259) | (243) | (117) | (126) | (228) | (104) | (124) |

TABLE 6

Weeklies reading by grade and sex (%).

| Frequency | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 24 | 18 | 31 | 18 | 9 | 26 | 17 | 7 | 27 |
| Some, every month | 62 | 66 | 57 | 73 | 79 | 69 | 67 | 78 | 58 |
| Many, every week | 14 | 16 | 12 | 9 | 11 | 6 | 15 | 15 | 15 |
| Total | 100 | 100 | 100 | 100 | 99 | 101 | 99 | 100 | 100 |
| N | (489) | (235) | (254) | (242) | (116) | (126) | (229) | (105) | (124) |

TABLE 7

Comics reading by grade and sex (%).

| Frequency | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 3 | 6 | 0 | 7 | 6 | 7 | 19 | 26 | 13 |
| Some, every month | 40 | 45 | 36 | 53 | 67 | 40 | 58 | 60 | 56 |
| Many, every week | 56 | 48 | 64 | 40 | 26 | 53 | 23 | 14 | 31 |
| Total | 99 | 99 | 100 | 100 | 99 | 100 | 100 | 100 | 100 |
| N | (497) | (237) | (258) | (243) | (117) | (126) | (229) | (105) | (124) |

TABLE 8

Monthly book reading by grade and sex (%).

| Frequency | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| None | 21 | 12 | 29 | 22 | 10 | 34 | 41 | 27 | 53 |
| One | 24 | 24 | 24 | 17 | 19 | 16 | 13 | 12 | 15 |
| Two or three | 31 | 34 | 29 | 35 | 39 | 31 | 26 | 31 | 22 |
| Four or more | 24 | 30 | 18 | 25 | 32 | 19 | 19 | 30 | 11 |
| Total | 100 | 100 | 100 | 99 | 100 | 100 | 99 | 100 | 101 |
| N | (495) | (239) | (256) | (242) | (116) | (126) | (226) | (103) | (123) |

TABLE 9

The adolescents' answer to the question if they should see less TV, by social class (%).

| Should see less TV | Social class | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| No | 81 | 89 | 89 | 89 | 93 |
| Yes | 18 | 11 | 11 | 11 | 7 |
| Total | 99 | 100 | 100 | 100 | 100 |
| N | (101) | (147) | (106) | (161) | (267) |

TABLE 10

The adolescents' answer to the question if they should see less TV, by grade and sex (%).

| Should see less TV | 5th grade | | | 7th grade | | | 9th grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| No | 90 | 88 | 92 | 90 | 91 | 89 | 89 | 89 | 89 |
| Yes | 10 | 12 | 8 | 10 | 8 | 11 | 11 | 11 | 10 |
| Total | 100 | 100 | 100 | 100 | 99 | 100 | 100 | 100 | 100 |
| N | (499) | (241) | (258) | (241) | (116) | (125) | (225) | (101) | (123) |

TABLE 11

The adolescent-parent reports on the choice of TV programs within the family by grade and sex (%). Parents' reports within parentheses.

| Reports on TV program choice | 5th grade All | 5th grade Girls | 5th grade Boys | 7th grade All | 7th grade Girls | 7th grade Boys | 9th grade All | 9th grade Girls | 9th grade Boys |
|---|---|---|---|---|---|---|---|---|---|
| Parent decides | 8 (7) | 8 (8) | 7 (7) | 2 (2) | 1 (3) | 4 (2) | 3 (3) | 3 (5) | 2 (2) |
| Child decides | 5 (5) | 5 (6) | 5 (4) | 6 (2) | 4 (1) | 8 (3) | 8 (6) | 5 (6) | 11 (7) |
| The family decides together | 60 (59) | 62 (60) | 58 (59) | 52 (60) | 59 (68) | 47 (52) | 50 (52) | 61 (58) | 42 (47) |
| More than one TV | 27 (28) | 24 (27) | 30 (30) | 39 (36) | 36 (28) | 42 (43) | 39 (38) | 31 (30) | 46 (44) |
| Total | 100 (99) | 99 (100) | 100 (100) | 99 (100) | 100 (100) | 101 (100) | 100 (99) | 100 (99) | 101 (100) |
| N | 497 (432) | 240 (210) | 257 (222) | 241 (207) | 116 (103) | 125 (104) | 224 (200) | 104 (94) | 120 (106) |

TABLE 12

The adolescent-parent reports on the choice of TV programs within the family by social class (%). Parents' reports within parentheses.

| Reports on TV program choice | Social class 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Parent decides | 1 (5) | 4 (4) | 3 (2) | 5 (4) | 5 (6) |
| Child decides | 7 (1) | 4 (5) | 2 (3) | 8 (6) | 8 (5) |
| The family decides together | 48 (59) | 51 (56) | 48 (45) | 48 (53) | 60 (63) |
| More than one TV | 44 (35) | 40 (35) | 47 (49) | 39 (36) | 28 (26) |
| Total | 100 (100) | 99 (100) | 100 (99) | 100 (99) | 101 (100) |
| N | 103 (103) | 148 (149) | 106 (112) | 159 (169) | 266 (273) |